



Grades 3-5

Building a Better Word!

Use your spelling skills to quickly create words and and score points.

How many words can you create?

| Beginner | Intermediate | Expert |
|---|---|--|
| <ol style="list-style-type: none"> 1. Open the Word Warp app. 2. Click the i button in the upper right hand corner of the game. 3. Change the time to Untimed Game and click on Done. 4. Click the Start button to start a new game. 5. Arrange the letters to create different words. 6. Use a dictionary or a dictionary app if you need help. 7. Create as many words as you can. You can go onto the next level when you have completed a 6 letter word. Click End to go to the next level. <p>To Complete the Beginner Level You must score at least 200 points.</p> | <ol style="list-style-type: none"> 1. Open the Word Warp app. 2. Click the i button in the upper right hand corner of the game. 3. Change the time to Untimed Game and click on Done. 4. Play the game. 5. Use a dictionary or a dictionary app if you need help. <p>To Complete the Intermediate Level You must score at least 400 points.</p> | <ol style="list-style-type: none"> 1. Open the Word Warp app. 2. Click the i button in the upper right hand corner of the game. 3. Change the time to Untimed Game and click on Done. 4. Play the game. 5. Use a dictionary or a dictionary app if you need help <p>To Complete the Advanced Level You must score at least 600 points.</p> <p>Keep a record of your high score and challenge yourself to beat it</p> |

Addressed TEKS

Grade 3

- (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
 - (B) spell words with more advanced orthographic patterns and rules:
 - (i) consonant doubling when adding an ending;
 - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
 - (iii) changing y to i before adding an ending;
 - (iv) double consonants in middle of words;
 - (v) complex consonants (e.g., -scr-, -dge-, -sch-); and
 - (vi) abstract vowels (e.g., -ou as in could, touch, through, bought);
 - (C) spell high-frequency and compound words from a commonly used list;
 - (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
 - (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
- (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings

Grade 4

- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) spell words with more advanced orthographic patterns and rules:
 - (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
 - (ii) irregular plurals (e.g., man/men, foot/feet, child/children);
 - (iii) double consonants in middle of words;
 - (iv) other ways to spell sh (e.g., -sion-, -sion-, -sion-); and
 - (v) silent letters (e.g., knee, wring);
 - (B) spell base words and roots with affixes (e.g., -ion-, -ment-, -ly, dis-, pre-);
 - (C) spell commonly used homophones (e.g., there, they're, their, two, too, to)

Grade 5

- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) spell words with more advanced orthographic patterns and rules:
 - (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);
 - (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and
 - (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
 - (B) spell words with:
 - (i) Greek Roots (e.g., tele, photo, graph, meter);
 - (ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);
 - (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ity); and
 - (iv) Latin derived suffixes (e.g., -able, -ible, -ance, -ence);
 - (C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
 - (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings